

O LEVEL/IGCSE Pakistan Studies
Paper 1 History
Picture Based Questions

BY TEAM MOJZA

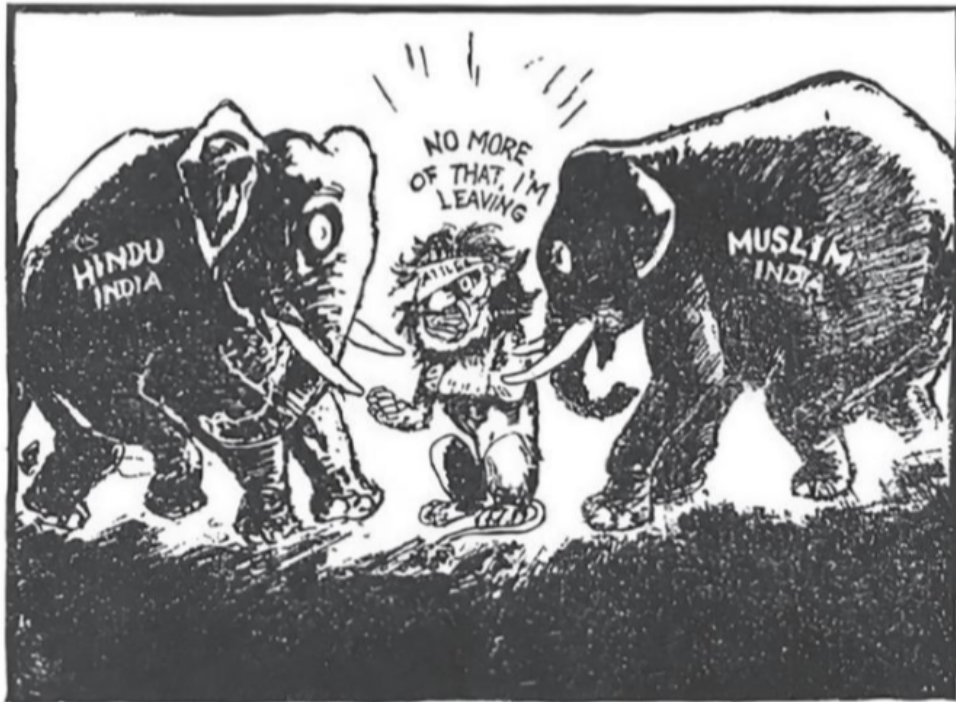
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2022 May/June:

Q. What can we learn from Source B about the tension over the future of the subcontinent? [5]

SOURCE B



A cartoon from an Indian newspaper about the future of the subcontinent, published in July 1947. Atlee was the British Prime Minister between 1945 and 1951.

Prime Minister Atlee can be seen stuck between the two elephants representing Muslims and Hindus, which shows that the demands of Muslims for separate nations and Hindus for undivided India were increasing, and the British were stuck in a political deadlock on how to satisfy both groups.

2021 Oct/Nov:

Q. What can we learn from Source B about Mughal rule in India? [5]

SOURCE B



*A painting of the Mughal Emperor and his court returning from the Great Mosque at Delhi
by Edwin Weeks, c. 1918*

Based on the surface features from the source, it is evident that many Indian soldiers, referred to as sepoys, are standing in disciplined rows, attentively observing the coronation ceremony. Additionally, a large audience of Indian people can be seen behind the soldiers, indicating their presence and participation in the event. This suggests considerable support for British Crown Rule in India, as characterised by the willingness of Indian soldiers and the involvement of Indian civilians.

2020 May/June:

Q . What can we learn from Source B about the treatment of Indian hostages during the Mysore Wars? [5]

SOURCE B



A painting of Lieutenant-General Lord Cornwallis receiving the Mysorean Hostage Princes after the Third War at Seringapatnam in 1792, by Robert Home c. 1793

The painting portrays a ceremonial scene where well-dressed individuals receive hostages, indicating their respectful treatment. Lord Cornwallis shaking hands with Tipu Sultan's son suggests his kind behaviour. The presence of well-dressed forces and elephants enhances the event's significance.

2020 Oct/Nov:

What can we learn from Source B about Tipu Sultan, ruler of Mysore? [5]

SOURCE B



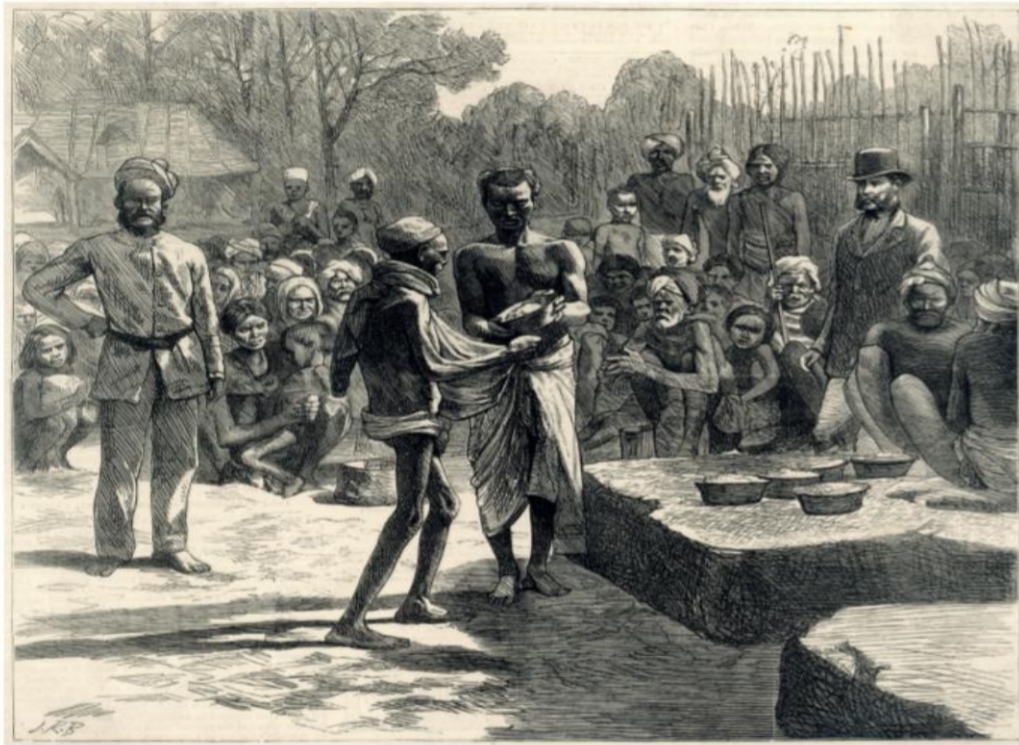
An image portraying a legend about Tipu Sultan, ruler of Mysore (artist unknown)

Based on surface features from the source, Tipu Sultan is shown as well-dressed and with a moustache, indicating him as a brave warrior. His association with tigers and his depiction of fighting one signify his extreme courage and power. Tipu Sultan's clothes and appearance represent that he was wealthy. As a result of his bravery, he earned the title "The Tiger of Mysore." Additionally, his confident appearance and the presence of a sword indicate his readiness for battle.

2019 May/June:

SOURCE B

Famine in the subcontinent



A print of a contemporary engraving showing the distribution of relief

What can we learn from Source B about famine in the subcontinent during British control? [5]

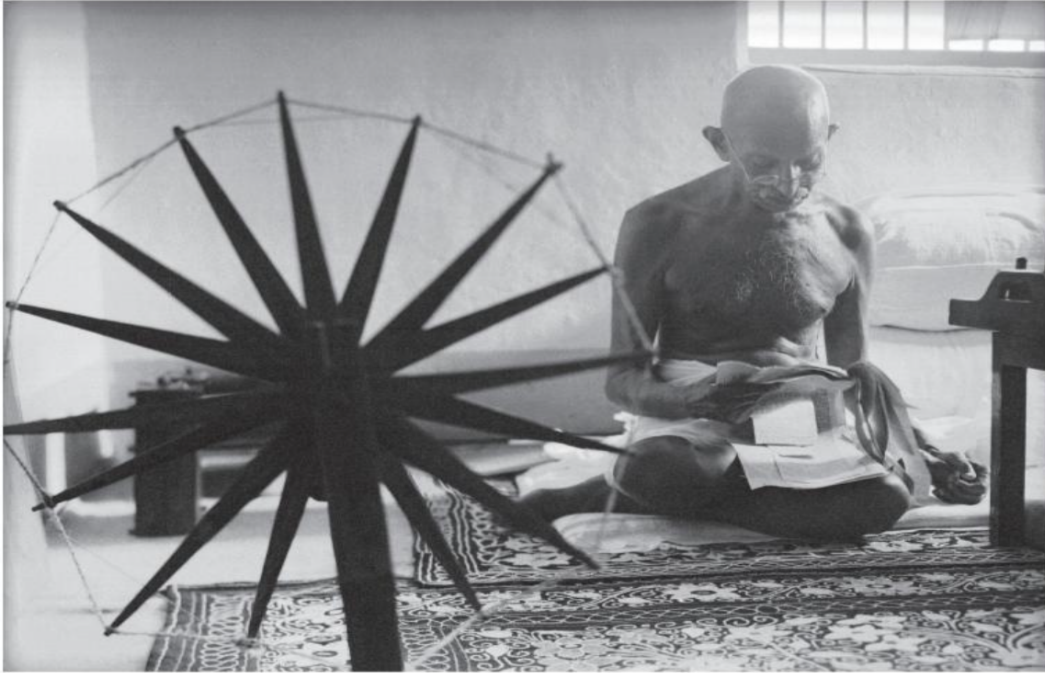
The physical condition of the afflicted people shows that the famine has been here for a long time. Their bodies have been reduced to skeletons, with poor clothing and bare feet. They look quite weak due to the effects of a prolonged state of malnutrition. The man receiving the food also carries the visible effects of the famine. Victims of this disaster include men, women, and children eagerly waiting for food and relief. The man in the bowler hat is a government official appointed by the British government to supervise the relief operation. Despite an organised effort to help the affected population, the British faced fierce opposition from the Indians, especially the people of Bengal.

2019 Oct/Nov:

What can we learn from Source B about Gandhi's ideas on education between 1937 and 1939? [5]

SOURCE B

Gandhi's educational ideas



A photograph of Gandhi at an ashram

Gandhi is shown with some books and papers in his hand and a cotton spinning wheel beside him. He is reading the material closely and seems oblivious to his surroundings, which shows his dedication to education. He wants students to adopt the same degree of concentration in their studies. The spinning wheel has been shown prominently, which means Gandhi considered practical education a very important component of the curriculum and traditional education. His simple outfit conveys an implicit message of austerity and nationalism.

For him, the Wardha Scheme was quite important for all educational institutes; spinning cotton by hand was an essential part of the Scheme. The Wardha Scheme would soon become a reason for hatred against the Congress rule by the Indian Muslims.

2018 May/June:

How does Source B help us to understand the way Zia-ul-Haq governed Pakistan? [5]

SOURCE B

Muhammad Zia-ul-Haq



A photograph of Muhammad Zia-ul-Haq, President of Pakistan 1978–1988

I can see Zia-ul-Haq in military uniform. This infers that he is firmly in charge of Pakistan; he is a figure of power, authority, determination, vision, and commitment.

He is seen pointing the finger; the decorative surroundings also emphasise the power and majesty of the president's office. He used martial law to demonstrate control, which was enhanced by passing the Eighth Amendment in 1985; therefore, he wanted his message to be heard.

2018 Oct/Nov:

Q. How does Source B help us to understand what happened at Jallianwala Bagh in 1919?
[5]

SOURCE B

An entrance to Jallianwala Bagh, Amritsar



A photograph of an entrance to Jallianwala Bagh, which is largely unchanged since 1919

I can see high walls in source B, and it infers that there would be a panic when Dyer and his troops opened fire on 13th April 1919.

A narrow alleyway shows that with thousands of people in the park, there would have been a rush to get out, but the narrow entrance led to a crush and a stampede, killing many people.

2017 May/June:

Q. How does Source B help us to understand Indian concerns about the building of railways in India during the nineteenth century? [5]

SOURCE B

A railway accident in India in the nineteenth century



According to source B, a train has been derailed. Travelling by rail looks dangerous and unsafe due to the risk of derailment or accident, which might cause injury and death. Since railways were not built safely at first, accidents like these were frequent in India. Accidents like the one in the source made many fear that railways were dangerous. Some people were worried that the British were trying to change their way of life. Therefore, they also did not have the confidence to travel in them.

2017 Oct/Nov:

Q. How does Source B help us to understand Indian concerns about the Simon Commission of 1927? [5]

SOURCE B

The Simon Commission 1927



A banner produced at the time of the Simon Commission

The source suggested that Simon should go back as he wasn't invited. Indians felt that they were trying to take their position. Simon and his commission members should go back to Britain as there was no Indian representative in their committee. Therefore, Indians were against it and felt

2016 Oct/Nov:

Q. What does Source B tell us about the negotiations during the Round Table Conferences between 1930 and 1932? [5]

SOURCE B

The Round Table Conferences 1930–1932



*From a British political magazine during the period of the Round Table Conferences.
John Bull is a character used in political cartoons as a national symbol to represent
Britain in general.*

Britain is in control of the car. The driver looks under pressure to give up control of the car. The driver is John Bull who represents British interests at the negotiations. The car is travelling over bumpy ground which represents the way that negotiations went during these years. These were difficult negotiations. The Indian in the car who represents their negotiators wants to take control from the British who are reluctant to give up control. It suggests that the British feared that progress towards change might happen quickly, hence the reference to the brake of the car. The source explains why the political leaders in India were reluctant to attend the Round Table Conferences because it shows that the decisions had already been made by the British, in the way that John Bull wants to keep control of the car.

2015 May/June:

Q. What does Source B tell us about the British East India Company in 1825? [5]

SOURCE B

The British East India Company



A painting of a British official of the British East India Company riding in an Indian procession in 1825.

A British officer is riding a horse surrounded by the Indians. He looked powerful and an important figure. The painter has made the British officer the largest figure to demonstrate the importance that they held in India.

Similarly the Indians are shown as small people to reflect their low status.

Local rulers are on the horse back behind the British official. They are shown as smaller, reflecting their low status to the British. The horses are shown as large animals, graceful in appearance and movement, again showing superiority and power. This is reinforced by soldiers on horses who were carrying weapons. The East India Company is shown as being a wealthy organisation as seen in the uniforms and the decorations on horses. The company was able to achieve this wealth through trading as can be seen by the boat shown in the picture and through the gaining of lands through conquest and agreements with local rulers. This is shown by the weapons displayed and the wealthy appearance of the Indians that the British were also able to exploit

2015 Oct/Nov:

Q. What does source B suggest about the attempts to solve the problems of the sub-continent in 1945? [5]

SOURCE B



TIME FOR A MOVE

From Punch magazine 1945

Two people are playing chess. They are looking confused. The source is representing the negotiations at Simla in 1945 (Wavell plan). The negotiators don't appear to be cooperating with each other. Jinnah is looking bored and Gandhi appears to be floating above the ground suggesting that he is in another place rather than sitting with Jinnah. The observer Lord Wavell, the Viceroy from Britain is watching. His face suggests that he is impatient and he is looking at his watch. Their faces show that they are thinking about their next move to see what they would do. Using a game of chess in the source suggests the negotiations were complex and took time which clearly the British didn't want to waste.



A Note from Mojza

These solutions to source based questions for Pak Studies (2059/01) have been prepared by Team Mojza, covering the content for O level 2023 syllabus. The content of these notes has been prepared with utmost care. We apologise for any issues overlooked; factual, grammatical or otherwise. We hope that you benefit from these and find them useful towards achieving your goals for your Cambridge examinations.

If you find any issues within these notes or have any feedback, please contact us at support@mojza.org.

Acknowledgements

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